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ABSTRACT

This document offers a detailed description of the Oak Park, Michigan social studies program. The program is built around four goals: knowledge, skill, value, and participation. Knowledge goals pertain to acquiring facts, concepts, or generalizations from history and the social sciences. Skill goals pertain to the ability to collect, organize, interpret, and use social science information. Value goals pertain to understanding the principles that underlie a democratic society and developing an ability to form judgments based on these principles. Participation goals pertain to life-long involvement by students in social groups and civic affairs. In the elementary schools, the program of study emphasizes the expanding horizons of young children from self-centeredness to concern for more encompassing social contexts. The program progresses from the study of self in kindergarten to a study of the United States in the fifth grade. The primary goal of the Middle School Social Studies Program is twofold: to develop civic responsibility and a global awareness. The emphasis in the middle school is on the world community. In sixth grade, students are introduced to the origins of modern civilization and a study of world culture. In seventh grade, contemporary geography and the interdependence of all people is studied. The eighth grade focuses on the history of the United States and its development as a democratic nation. (SM)

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OAK PARK SCHOOL DISTRICT

SOCIAL STUDIES CURRICULUM

K-8

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Statement of Purpose

The primary aim of social studies is the promotion of social responsibility. Responsible individuals are well aware of their own and other cultures, committed to democratic values, and concerned about the well-being of all people in an interdependent world. They are also able to function effectively in their various social roles, including family member, friend, neighbor, worker, and citizen.

To foster the development of responsible citizens, social studies emphasizes the study of relations between citizens and formal institutions of government. Responsible citizens consider various answers to social questions, make reasoned decisions about public issues, and actively participate in the political processes of a free society. Civic responsibility also requires a continuing effort to keep informed by drawing knowledge from the disciplines of social studies: anthropology, economics, geography, history, political science, psychology, and sociology.

OAK PARK SOCIAL STUDIES COMMITTEE

Social Studies Goals

The Oak Park Social Studies Program acknowledges four types of goals: knowledge, skill, value, and participation. Knowledge goals pertain to the acquisition of facts, concepts, or generalizations from history and the social sciences. Skill goals pertain to abilities to collect, organize, interpret, and use social information. Value goals pertain to understanding of the principles which underlie a democratic society and the development of ability to base judgments upon these principles. Participation goals pertain to lifelong involvement by students in social groups and civic affairs.

Oak Park students will:

Knowledge Goals

1. acquire a social studies vocabulary which includes comprehension of major social science and historical concepts.
2. assume a global perspective which acknowledges the interdependence of all people in the world.
3. become aquainted with cultural similarities and differences, both past and present, within the United States and throughout the world.
4. become familiar with family, neighborhood, and community structures in their own region and in regions throughout the world.
5. become familiar with the economy, geography, history, and government of the state of Michigan.
6. examine the geographic relationships between human society and the natural environment.
7. examine ways individuals think and behave in their relationships with others.

8. explore ways that various groups function, resolve conflict, and interact with each other.

9. investigate various careers that require a social studies background.

10. know the structure and functions of federal, state, and local government in the United States and compare American government with others.

11. recognize issues that are global (trans-national) in scope and distinguish them from local, state, and national issues.

12. understand the basic functions of any economy and explore the roles of producer and consumer.

13. understand the collective heritage of the United States and its origins in world history.

14. understand the rights and responsibilities of citizens and the role of law in a democracy.

Value Goals

1. develop a reasoned commitment to constitutionally based rights and freedoms.

2. make rationally defensible judgments of fairness based upon democratic values.

3. prefer nonviolent means for resolving conflicts.

4. respect one's own personal worth and the dignity of all human beings.

Skill Goals

1. arrange and present social studies information.

2. be able to cooperate with others at successful completion of a task.

3. determine and express informed positions about public policy, both orally and in writing.

4. develop the ability to read social studies materials at the literal, interpretive, and applied levels.

5. distinguish factual claims from value judgments.

6. employ methods of resolving conflict such as negotiation, mediation, and concession.

7. employ the methods of social science investigation to test hypotheses and draw conclusions about human behavior and culture.

8. infer the point of view of a speaker or writer.

9. interpret various types of maps, charts, and graphs or tables of social data.

10. participate in group discussion by listening attentively and responding respectfully to others.

11. use print, graphic, oral, and electronic resources in school and the community to locate social data.

Participation Goals

1. accept and fulfill the responsibilities of citizenship in a free society.

2. identify situations in which social action is required and work individually or with others to decide on and pursue appropriate courses of action.

3. keep informed on issues that affect society and work to influence those in positions of power.

In the Oak Park school district, social studies is considered an essential part of the general education of all students and a major subject area of the curriculum. Social studies should be required of all students in elementary, middle, and high school. The recommended scope and sequence of the social studies curriculum is presented below.

Elementary School (Grades K-5)

The social studies curriculum is uniform in all elementary schools of the district. The curriculum is sequenced according to a pattern of expanding social horizons. As students get older they study broader levels of social organization. Beginning with the study of the self in kindergarten, young students progress to the study of home and school life in first grade, neighborhoods in second grade, local communities in third grade, the state of Michigan in fourth grade, and the United States in fifth grade. This pattern recognizes the gradual development of a child's thinking from self-centeredness to concern for more encompassing social contexts. A designated amount of time is devoted to social studies instruction in each grade. That amount, expressed as average minutes per week, is as follows:

Grade	Topic	Instructional Time Per Week
K	Myself and Others	75
1	Home and School Life	100
2	Neighborhoods	125
3	Communities	150

4	Michigan and Other Regions	175
5	The United States	200

The scope of study is described below for each grade. Each grade level description presents the major theme for that grade followed respectively by the knowledge, skill, and value outcomes to be emphasized.

Kindergarten - Myself and Others

The kindergarten social studies curriculum emphasizes the social experiences that help children create a bridge between their home life and group life within school. It also heightens students' awarenes of people througout the world and thereby lays the groundwork for future social studies learning. Through guided activities, children begin to recognize that all people share universal characteristics and that there are differences among individuals, both physical and cultural.

Students' knowledge of social living is increased by the kindergarten social studies curriculum. They learn to work and play cooperatively, to share and take turns, to act independently when appropriate, to resolve interpersonal conflicts, to care for personal and group property, and to show consideration for others. These learnings will help kindergarten students develop a wholesome self image and better enable them to interact effectively with other people.

Students also begin to learn, in simple ways, about history and social science. They are introduced to economic interdependence and other economic concepts through activities which demonstrate the sharing of labor, the use of money as a means of exchange, and the contribution each individual can make to the work force. Students are

introduced to the past by learning about differences between their lives and those who have lived before them. Holidays and historical personages are presented to help students link the past to the presert. Students also compare their lives with those of individuals from various cultural groups both within our nation and from other countries in the world.

Geographic skills, including map reading, map making, and use of the globe are introduced. Students are taught to describe locations at school and at home. They learn simple vocabulary to express location including the four cardinal directions, far or near, above or below, high or low, under or over, and left or right. In addition, students learn about scale by using blocks and other simple building materials to construct models. They also learn to quantify social data by constructing and interpreting simple graphs. Furthermore, students begin to sequence events in time, such as seasons and months of the year, days of the week, events in a typical day, or stages in their own growth.

The kindergarten social studies curriculum also contributes to the development of students' values. They learn to accept individual differences, to consider the feelings and desires of others, and to distinquish appropriate from inappropriate behavior. Emphasis is placed on understanding the purpose of rules in social living, for example rules about sharing, working, playing games, courtesy, or safety. Students are taught to question rules and to expect reasoned explanations for them. The emphasis on rules in kindergarten sets the stage for a commitment to the rule of law in a democracy.

Grade 1 - Home and School Life

The emphasis of the first grade social studies program is on the study of families. Students begin to realize that all individuals are family members and that human needs for food, clothing, shelter, recreation, nurturing, and love are met primarily by family membership.

Students learn that families in diverse environments satisfy their needs differently. Different types of families are introduced, for example, natural, adoptive, extended, or blended. Varying ways that families support themselves, enjoy themselves, house themselves, govern themselves, and practice their religions are considered. Contemporary families and families of the past are introduced both from various locations within the United States and from other cultures throughout the world.

Using families as the object of study, students practice gathering, organizing, and interpreting data. For example, simple family membership data, family property data, family recreation activities, or family working patterns are collected by students and charted or graphed. Students also participate in class discussions of topics pertaining to families. These discussions include hardships and problems faced by families, ways of resolving conflicts among family members or between families, means of cooperation within families, and family celebrations. Simple mapping skills should also be introduced. Emphasis is placed on locating family residences and reading maps of rooms at home and school. Students also use maps and the globe to locate families from afar.

Students also ponder value questions associated with family living. They consider the responsibilities of various family members,

both adult and children. Questions of fairness, especially as they pertain to household rules, are discussed by students. The fairness of school rules and consequences for breaking them are also raised as issues for students to consider.

Grade 2 - Neighborhoods

The second grade social studies curriculum focuses on the neighborhood as a link between the family and local community. Neighborhood is defined as a collection of families and individuals who live or work in a designated area.

The study of neighborhoods in which students live is the point of departure for the second grade social studies program. Comparisons are then made between students' neighborhoods and others, including some from other parts of the United States and other countries. Changes in a neighborhood over time are considered. The economic life of a neighborhood, including its commerce, transportation, and real estate is studied. Students are also introduced to the social functions of the neighborhood, including education, communication, and recreation. The social and ethnic makeup of neighborhoods are studied, and students begin to draw connections between the physical features of a neighborhood and its culture. Attention is paid to neighborhood government and politics with an introduction to ways that local laws and government services affect neighborhood life.

Communication skills, information processing skills, and geography skills are practiced in the context of neighborhood studies. Students extend their ability to participate in classroom discussion of public issues that affect a neighborhood, for example, a zoning change or

school closing. They also learn to collect, organize, and interpret data about neighborhoods. Charts, graphs, or tables, for example, are constructed to describe neighborhood characteristics. Data refers to social variables such as population density, historical origins, housing patterns, or ethnic makeup. Students work extensively with interpretation of neighborhood maps. They learn to construct simple maps from aerial photographs and to read maps. Map exercises are designed to help students locate places, estimate and measure distances, and give and follow travel directions.

The second grade social studies curriculum involves students in thinking about democratic values as they apply to local neighborhoods. Students consider examples of neighborhood cooperation. They also discuss conflict among neighbors and examine possible solutions. The value of property in the neighborhood could be studied, for example, by having students consider problems involving vandalism, theft, or boundary disputes. The value of authority in the neighborhood could be studied by having students think about rules of conduct in the neighborhood, including traffic laws, playground rules, or property maintenance ordinances.

Grade 3 - Communities

The third grade social studies curriculum introduces students to a study of the local community defined as adjacent neighborhoods that are jointly governed. Beginning with the study of their own community, students are introduced to various types of communities, including city, village, and township. Comparisons are made between the local community, neighboring communities, and communities from other states

and countries. Membership of a local community in a larger metropolitan area and the interdependence of local communities is highlighted.

In their study of local commun'ties students gain knowledge from the various social studies disciplines. The history and geography of the local community or communities in which students live are studied. Government of the local community is emphasized, and students begin to clarify the relationships among local, state, and federal government in the United States. The economy of the local community is studied including i+s regional, state, national, and global connections. Cultural patterns and ethnic diversity in the local community are also studied, and students become familiar with local news media as voices of the community.

The practice of communication skills, both oral and written, information processing skills, and map skills is extended in the third grade social studies program. These skills are practiced in the context of studying the local community. Students improve their ability to participate in classroom discussions of local public issues. They are encouraged to grapple with law-related issues that arise locally, and they are introduced to rational discussion of issues faced by local governing bodies. Skills in collecting, organizing, and interpreting social data are expanded through systematic study of the local community. For example, economic conditions, population distribution, housing patterns, or political behavior are studied quantitatively through the use of simple graphs and charts by third grade students. Students' map reading skills are extended to interpreting various maps of local communities including maps of both physical and cultural

features. Reading street maps, shopping mall maps, and relief maps are all included.

The development of a reasoned commitment to democratic values is continued in third grade as students consider how such values as authority, property, liberty, equality, and truth apply in the governing of local communities. Cases from local courts are highlighted and issues before municipal, school district, and county governments are studied. In simple ways, students are encouraged to analyze these issues, to take positions on them, and to support their positions with reasons.

Grade 4 - Michigan and Other Regions

The fourth grade social studies curriculum introduces students to the study of the region defined as an area of the earth designated for a specific reason. In studying regions, the point of departure is the state of Michigan, regarded as a political region and as part of one of the earth's forest regions. Michigan is also viewed as a part of the Great Lakes or midwestern region of the United States. Students examine ties of Michigan to other regions of the country and to regions in other countries. Michigan is compared to other states and political regions in other countries, for example a Canadian province, Indian state, or Soviet Socialist Republic. In addition to the study of political regions, students are introduced to the four major physical geographic regions of the earth: forests, deserts, plains, and mountains.

While studying the four physical regions of the earth, students become aquainted with the defining characteristics of each and their locations on the globe. In the study of Michigan emphasis is placed on

the history and geography of the state. Students also learn about the state's economy, government and social makeup. Particular attention is devoted to the cultural diversity of Michigan. In addition, students learn about the achievements of Michigan residents who have made significant contributions to the development of the state or nation. While comparing Michigan to other states and the Midwest to other regions of the United States, students learn distinguishing characteristics of the other states and regions. As a result students discover that the United States is a county of interdependent regions.

Students extensively practice reading various types of Michigan maps and extend their map reading skills to maps of other states and regions. They also improve their ability to work with social studies information by collecting sociological, economic, and political data about Michigan, organizing it, interpreting it, and presenting it to others both orally and in writing. While working with data, students expand their ability to construct and interpret charts, tables, and graphs. Students also improve their discussion skills by discussing public issues of importance to Michigan citizens. Statewide issues are selected for discussion, especially those that are law-related.

In their study of Michigan and other regions students consider the value of cultural pluralism. Students also expand their understanding of democratic values while being introduced to the state's legal system. Through study of selected cases students think critically about fairness and about the relationship between responsible citizenship and the rule of law.

Grade 5 - The United States

The fifth grade social studies curriculum introduces students to the development of the United States as a democratic nation. Periods of the country's development from its beginning to the present are studied chronologically. Examples of both cooperation and conflict in the nation's history are highlighted. The diverse religious, ethnic, and racial origins of the American people are stressed.

Students learn about major events in the history of the United States and acquire a basic timeline of the nation's chronology. They become acquainted with various individuals who have made significant contributions to the political, economic, and cultural life of the nation. They also begin to comprehend the rights guaranteed in the U.S. Constitution as they study the structure and functions of the federal government and its relationship to state governments. Special attention is paid to the struggle of minorities to realize their rights.

Map reading skills are expanded using various kinds of maps of the United States. Students improve their skills at interpretation of tables, charts, and graphs by working with different kinds of data about the United States. Reasoning skills such as drawing inferences, explaining the causes of events, and supporting claims with evidence are practiced through writing about and discussing historical problems. In addition, students begin to learn how to express reasoned positions on persisting public issues in the history of the United States.

Students continue their development of a reasoned commitment to the democratic values of the American heritage. The values of cultural pluralism, free expression, religious liberty, fair procedure, and equal protection of the law are considered in the context of historical

events. Students begin to grapple with questions of fairness involving these constitutional values. Through study of the American legal system, students expand their appreciation for the rule of law in a democracy and its implications for responsible citizenship.

Adopted by the Oak Park Social Studies Committee, September 1985

PURPOSE OF THE MIDDLE SCHOOL SOCIAL STUDIES PROGRAM

The primary goal of the Middle School Social Studies Program is twofold to help develop civic responsibility and a global awareness. Students as responsible citizens are acquainted with contemporary cultures throughout the world and with major factors that have shaped those cultures. The students should be aware of the interdependence of all people in a global environment, the ethical values of democracy and will be concerned with the dignity and well being of all people in the world.

The students will study the origins of modern civilization, world cultures, world geography and the development of the United States as a country. This knowledge will enable them to critically think about public policy, group behavior and how individuals conduct themselves. As a result they are able to consider solutions to various social problems, to make decisions about public issues and to participate in the political processes of our society.

The social studies curriculum also strives to improve each students' ability to process social information which helps them express their ideas more skillfully, both orally and in writing.

MIDDLE SCHOOL CURRICULUM (6-8)

The middle school social studies curriculum begins by introducing students to the study of the entire world. In sixth grade the emphasis is on introduction to the origins of modern civilization and a study of world cultures. In seventh grade the emphasis is on contemporary geography and the interdependence of all people in the world. The

eighth grade focuses on the history of the United States and its development as a democratic nation. All middle school students should be required to complete a year-long social studies course in each grade, course title and descriptions should be as follows:

GRADE	CULTURES
6	World Cultures
7	Global Geography
8	U. S. - History

GRADE 6: WORLD CULTURES (Two Semesters)

The purpose of the course is to acquaint students with the origins of civilizations and the development of world cultures. This course is organized chronologically with emphasis on the emergence of civilizaiton from ancient times to the early European Renaissance. Economic, histroic, political and social aspects of the development of civilization are all included.

Students are introduced to:

1. the beginning of civilizations in the Middle East, China, India and Japan
2. classical civilization in Greece and Rome
3. life during the Middle Ages in Europe
4. the early Renaissance in Europe

The course then shifts to the development of culture, cultural universals and individual case studies of countries in Africa, Asia, Europe, Latin America, Australia and North America.

While studying the past, students draw connections between historical and contemporary events. Students improve their geography skills and reasoning skills in the course. Geography skills include the ability to interpret and construct various maps and to use globes and atlases.

The collection, organization and interpretation of cultural data are practiced as students compare and contrast various cultures.

By participating in class discussions, they also learn to express reasoned positions on issues of key importance to people in the world today. STudents apply democratic values in their consideration of hem- is pheric issues. These issues include human rights, environmental protection, communication, and food and energy production.

INSTRUMENTAL MATERIALS: Our World, Holt Publishing Company
The World, Map Skills Program - Graphic Learning Corp.

GRADE 7: GLOBAL GEOGRAPHY (Two Semesters)

The purpose of this course is twofold: to increase students' knowledge of the relationships between humans and their natural environments, and to have students assume a global perspective, i.e., to view the earth as a system. This means that students recognize that all people in both hemispheres are interconnected and that no country is isolated from world events. In assuming a global point of view students also recognize that there are processes that cut across national boundries. These include culture transfer, telecommunications, global commerce and the distribution of natural resources.

Students expand their understanding of major geographic concepts such as climate, landform, natural resource or migration. They also gain knowledge of the special characteristics of the earth as a planet in space which sustains life. The location, climate, topography and culture of each major region of the earth are introduced. Cultural and natural features of selected countries from each region are considered.

Students improve their geography skills in this course. These include the ability to interpret various types of maps by using scale, symbols, distance, direction and grid systems. They also improve their ability to use globes and atlases. Students begin to learn how to locate, clarify, analyze, and communicate geographic data by reading and constructing a variety of charts and graphs. In addition students learn to participate rationally in group discussions of geographic problems and global issues and to express their views orally and in written form.

Students examine major global issues such as world trade, armed conflict, human rights, environmental quality, food and energy distribution, population growth, high technology and cross-cultural communication. These issues are examined from the viewpoints of industrialized and underdeveloped countries.

INSTRICTUINAL MATERIALS: Backler and Harvey, Global Geography (Teachers College Press 1986)

GRADE 8: ADVENTURES IN AMERICAN HISTORY (Two Semesters)

The purpose of this course is to increase students understanding of the development of the United States as a democratic nation. The course is organized as a chronological survey of the American past from it's beginnings to modern day. Emphasis is placed on major events, individuals, ideas and problems comprising the American heritage. Political, economic and social aspects of the American experience are all included.

Students gain knowledge about the settlement of the New World; life during the colonial era; the struggle for independence; organization of the U. S. Constitution; the building of a new nation; and emergence

of sectional differences that divided the country; and reconstruction following the Civil War.

The second semester investigates U.S. foreign policy, rising intolerance, the roaring twenties, the Depression, the War years, social changes of the fifties and the turbulent sixties. The concluding units talk about a number of issues...space exploration, environmental protection, energy crisis...that may continue to be in the news as we look ahead to a new century.

Students practice methods of historical investigation for locating, classifying, analyzing and communicating historical data. They learn to test hypotheses about the American past by using historical evidence. They also improve their ability to participate rationally in group discussions of problems and issues pertaining to such topics as liberty, political decision making, slavery, and technological change.

In this course students deepen their commitment to constitutional values. This is accomplished by reasoned consideration of major conflicts during the nations early period. These conflicts involve the values of authority, property, loyalty, religious liberty, free expression and equality. Students learn to make judgments about the decisions and actions of some key figures involved in these conflicts. Students also consider the benefits of cultural diversity in the United States.

INSTRUCTIONAL MATERIALS: American Adventures, Steck Vaughn Publishing Co. 1984
U.S. Map Skills Program, Graphic Learning Corporation